DOCUMENT RESUME

ED 464 171 UD 034 942

TITLE	Youth Engaged in Leadership & Learning Project, Redwood City. Report on Findings and Recommendations from the Pilot Project Formerly Known as the "Youth Mapping Project," November 2000-June 2001.
INSTITUTION	Stanford Univ., CA. John W. Gardner Center for Youth and Their Communities.
PUB DATE	2001-00-00
NOTE	29p.; Also prepared by The Kennedy Youth Mapping Team. Photographic images may not reproduce clearly.
AVAILABLE FROM	For full text: http://gardnercenter.stanford.edu/.
PUB TYPE	Reports - Evaluative (142) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Community Needs; Community Programs; High School Students; High Schools; Leadership Training; Middle School Students; Student Attitudes; Student Participation; Urban Areas; Youth Leaders; *Youth Programs
IDENTIFIERS	*California (Redwood City)

ABSTRACT

This report summarizes preliminary findings from the Youth Engaged in Leadership and Learning project in Redwood City, California, which prepared and supported youth in becoming knowledgeable and active decision-makers in their schools and communities, and played a key role in developing youths' leadership skills and encouraging civic engagement in Redwood City. From November 2000 through June 2001, a cadre of 14 eighth-graders and 4 ninth-graders received comprehensive training in such areas as community assessment design, data collection and analysis, and advocacy skills. They focused on how to make the community better for youth by gathering information (via interviews, observations, and surveys) on their peers' needs, strengths, and activities. Overall, middle-schoolers liked their home life, neighborhoods, and schools. Most reported no gangs in the area. Only 30 percent found anything amusing in their neighborhoods for kids. High school students spent most of their after-school time with homework, sports, friends, and the television or computer. They felt welcome mainly everywhere. Most would seek help from a center for support. Recommendations included encouraging a friendlier climate, providing activities and places for youth, and improving transportation. Four appendices contain the Redwood City neighborhood map, interview protocols, youth surveys, and compiled results by neighborhoods. (Contains 18 charts and graphs.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 464 171

Youth Engaged in Leadership & Learning Project Redwood City

Report on Findings and Recommendations from the pilot project formerly known as the "Youth Mapping Project"

November 2000-June 2001

Prepared By:

The Kennedy Youth Mapping Team
and the
The John W. Gardner Center for
Youth and Their Communities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Ma
John W. Gardner Center for Youth & their Communities

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

UD 034 942

BEST COPY AVAILABLE

Contents

I.	Introduction	3
II.	Who Are We?	4
III.	Research Goals and Methods	5
IV.	Background Data from Youth Surveys	
	Middle School	6
	High School	7
V.	Preliminary Findings From Interviews and Surveys	
	Middle School	8
	High School	14
VI.	Youth Recommendations	16
VII.	Next Steps	18
VIII.	Conclusion	19
IX.	Appendices	20

I. Introduction

The main goal of the Youth Engaged in Leadership and Learning (Y.E.L.L.) Project (formerly known as the Youth Mapping Project) is to prepare and support youth in becoming knowledgeable and active decision-makers in their school and community. Based on the premise that youth have important insights into school and community improvement, the Y.E.L.L. Project guides youth through a training process that provides them with key skills and tools that support them in collecting and sharing relevant data. Through this youth-driven process, youth obtain important information to share and use with adult partners at the decision-making table.

The John W. Gardner Center for Youth and Their Communities at Stanford University began working closely with the Redwood City 2020 collaborative in the fall of 2000 to adopt community youth research as a way to gather data on the status of youth from a "youth's eye" view for the Kennedy Middle School Healthy Start planning process. This pilot "Youth Mapping Project" in Redwood City was molded to fit the needs of the Kennedy Healthy Start Planning Committee, while at the same time recognizing the potential for making community youth research an ongoing renewable resource for the Healthy Start site and the community in future years. While other assessment efforts begin their process by working with youth to conduct door-to-door interviews in the community to identify youth resources, the planning group decided to focus on youth's perspectives about needs and resources in the community to begin their community assessment process.

Project Overview

The pilot Y.E.L.L. Project also aimed to play a key role in developing youth's leadership skills and encouraging youth civic engagement in Redwood City. On November 30, 2000 an initial cadre of 14 Kennedy 8th grade students and 4 former Kennedy students (now Woodside High School 9th grade students) began participating in Redwood City's first pilot team. As community youth researchers, (formerly "youth mappers"), these students joined the Redwood City Healthy Start collaborative in learning about the needs and experiences of their peers by launching a youth community assessment process to apply for the Healthy Start grant and prepare services for a new family resource center at Kennedy Middle School if funding was awarded.

From November 2000 through June 2001, this group of community youth researchers received comprehensive training in areas such as community assessment design, research skills (data collection and analysis), and advocacy skills. During the course of six months, the youth decided to address the question "How do we make our community better for youth?" by gathering information on the needs, strengths, and activities of their peers. They did this by interviewing other youth, developing youth surveys, and observing activities in their neighborhood. They then shared these findings with various members of the community and plan to work together with adults to build on the school and community strengths they identified.

The following report summarizes the team's preliminary findings and recommendations developed during the pilot year of the project. The data, findings, and recommendations in this report are based on the work that the 15 community youth researchers actually presented and shared with various decision-making bodies in Redwood City.

We are excited to share this report with you as an introduction to the community youth research process in Redwood City during its pilot year. We also look forward to sharing this report as an initial point of reference for future dialogue about potential uses of this process in promoting youth involvement in Redwood City at all levels. If you would like additional information about the Y.E.L.L. Project, please contact:

María A. Fernández, Ed.M. Tel: (650) 736-2015 Fax:(650) 736-2296 mafernandez@stanford.edu
520 Galvez Mall CERAS Building, Room 402
Stanford, CA 94305-3084

II. Who Are We?

We are 15 community youth researchers (13 Kennedy Middle School and 2 Woodside High School students) who are interested in making their community a better place.

We have been working since November to see what Kennedy and Woodside High School students see as resources and what is needed for youth in Redwood City.

Community Youth Researchers

Anahí Aguilar

April Anderson, *(high school student)*

Jason Buenrostro

Jackie Flowers

Andrés García

Paula García

Nicki Hechler, *(high school student)*

Yarelly Hernández

Rick López

Jessica Mendieta

Marcella Padilla

Aldo Sepúlveda

Rafael Urbina

John Venable

John Wuydts

Youth Mapping Project Support:
María A. Fernández, Director, Y.E.L.L. Project
Leah Sullivan and José Saldívar, Undergraduate Student Assistants
Karen Strobel, Graduate Student
Ben Kirshner, Graduate Student
Meredith Honig, Graduate Student
David Sears, Graduate Student
Milbrey McLaughlin, Executive Director, John Gardner Center

**Neighborhood names cited in this report were obtained from those listed in the City of Redwood City Neighborhood Association Map (see Appendix A: Redwood City Neighborhood Map). New categories were developed for areas with high concentrations of respondents between neighborhoods.*

III. Research Goals and Methods

After spending some time getting to know each other and sharing experiences on our neighborhood, we decided as a group that our goals would be:

- **To find out what youth think, know, and want for our community**
- **To make our community a safe and fun environment for youth**

To meet these goals, we decided to use the research methods below:

➢ **Youth Interviews**

The community youth researchers developed a set of interview questions to find out more about youth in the community. These questions asked youth about school, home, and their neighborhood (see Appendix B: Interview Protocols). The interviews also gave us a base to develop our survey. 70 middle school and 8 high school students were interviewed.

➢ **Youth Survey**

After learning about different survey formats, we developed a survey to find out what youth thought about their neighborhood, school, and home and what they wanted for the community (see Appendix C: Youth Mapping Surveys). These surveys were distributed at Kennedy Middle School and Woodside High School. 1035 middle school surveys were distributed and 843 were completed. 105 of the approximately 120 high school surveys were returned.

➢ **Community Collages and Reflections**

During the month of December, 15 of us took pictures of the different neighborhoods in Redwood City, what we thought it was like, and what we needed. These collages were then shared with other youth and helped the group think about the strengths and needs of the different neighborhoods.

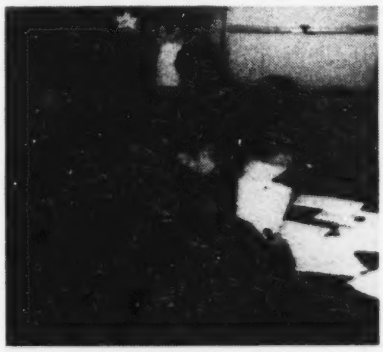
➢ **Community Observations**

Part of our community youth research also included going around the neighborhood and finding out what resources were available in the community for youth. More photographs of the community were also taken here and organized into posters.

➢ **Video Profile of 5 Neighborhoods**

A subgroup of the community youth researchers developed an 8-minute video entitled "Our Neighborhoods: Youth Tell the Truth" in which 5 neighborhoods in Redwood City were profiled to show what was good, bad, and what needed to be different. These neighborhoods were North Fair Oaks, Friendly Acres, Redwood Oaks, East Bayshore, and Woodside Plaza. A copy of the video can be obtained through the Gardner Center.

Although all these methods were used by the team, this report will focus mainly on data gathered from youth interviews and surveys.



(front to back): Community Youth Researchers Jessica Mendieta, Marcella Padilla, and Paula Garcia review transcripts of interviews they conducted with their peers.

IV. Background Data From Youth Surveys

Middle School

Total Surveys: 843

Average Age: 12.46 years (range 10-15 years)

Average Number of Siblings: 2.38 (range 0-11)

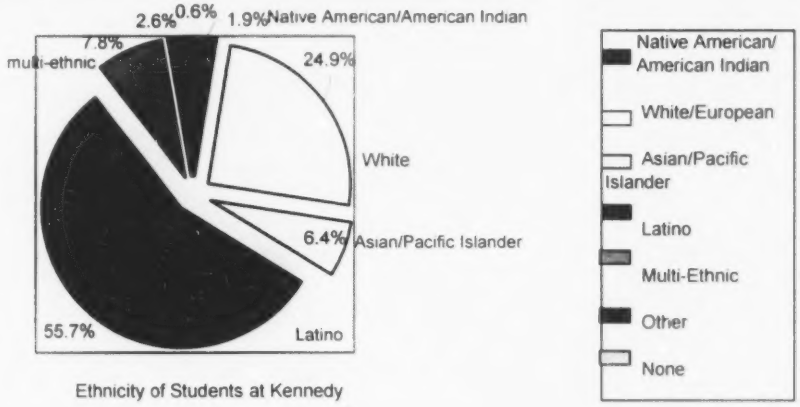
Average Length of Residency in Redwood City: 9.30 years (range 0.03-14.5 years)

Gender: 356 females (42.23%)
465 males (55.16%)

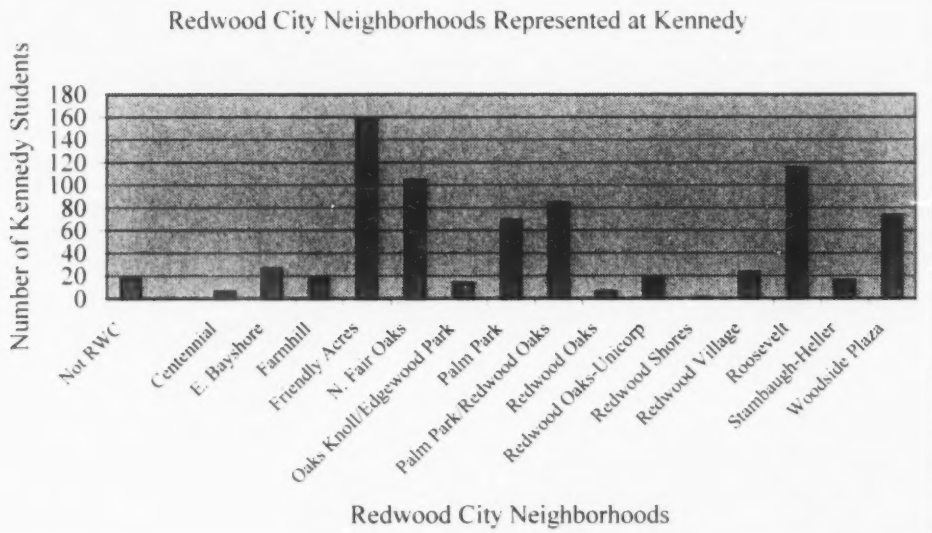
Grade: 6th grade 265
7th grade 277
8th grade 301

Ethnic Background:

Neighborhood Distribution:



Ethnicity of Students at Kennedy

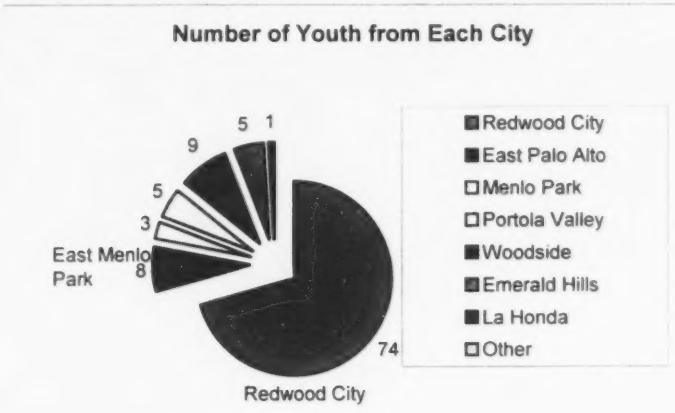


*Cities outside of Redwood City (Not RWC) included Daly City, East Palo Alto, Santa Clara, Menlo Park, San Carlos, and San Mateo.

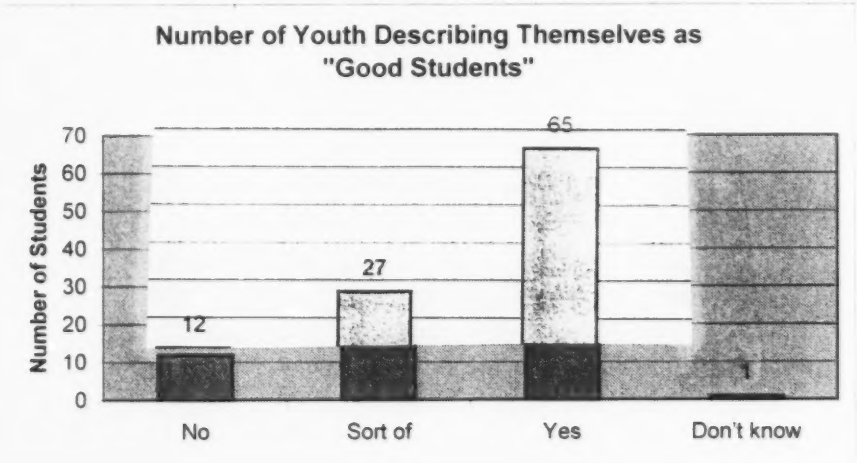
High School
Total Surveys: 105 ninth (9th) grade students
Gender: 56 females (53.30%)
48 males (45.70%)

Ethnic Background: youth decided not to include this question in their survey

Neighborhood Distribution:



Academic Background: To get a sense of their academic background, we asked youth if they considered themselves good students. Most youth, approximately 62%, considered themselves good students.



BEST COPY AVAILABLE

V. Preliminary Findings From Interviews and Surveys

Middle School: Major Findings

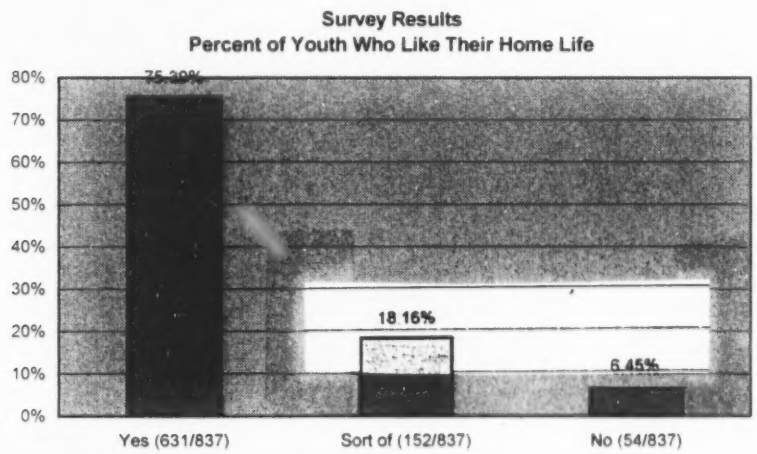
After we gathered our data, the findings were organized into 3 main areas:
Youth's thoughts on their:

1. home
2. school
3. neighborhood

These categories made sense since these are the 3 main areas where youth said they spent their time.

Home Life

- **Finding # 1: For the most part, youth like their home life.**



Interviews added additional information about youth's thoughts on their home life as seen below.

Interviews showed that youth liked their home life because:

- they had a good family relationship
- they had good friends around
- they had things to do like watch TV or play video games

Those who didn't like their home life said:

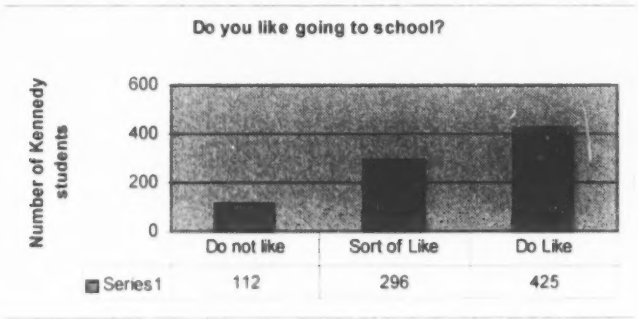
- they had a bad relationship with their parents
- they lived with one parent
- they felt they had nothing to do at home

After conducting interviews with their peers, many community youth researchers observed that some youth refused to answer questions about their home life because they were too personal. Some revisions were made to questions, but it was still difficult to gather more data on their home life.

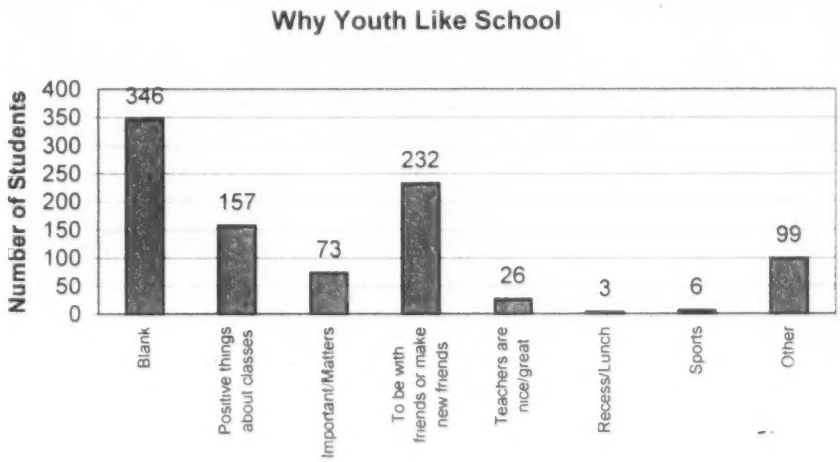
BEST COPY AVAILABLE

School

- **Finding # 2: Youth for the most part like going to school, with younger youth (6th grade) liking it more than older youth (8th grade).**



We included an open-ended question asking why youth liked school. Their answers were then grouped into the categories below:



Interviews confirmed the survey data and added some additional information.

Interviews showed that youth liked school because:

- they liked being with friends
- classes were interesting and they felt they were learning
- they were getting good grades
- it was important and getting an education mattered

Those who didn't like school said:

- they thought school was boring
- they got too much homework
- they didn't like the teaching methods

In their interviews, youth complained that teachers ran through lectures too quickly and didn't sufficiently explain material or homework. They also stated that teachers didn't make the lessons very interactive.

Neighborhood

- **Finding # 3: For the most part, youth like their neighborhood.**

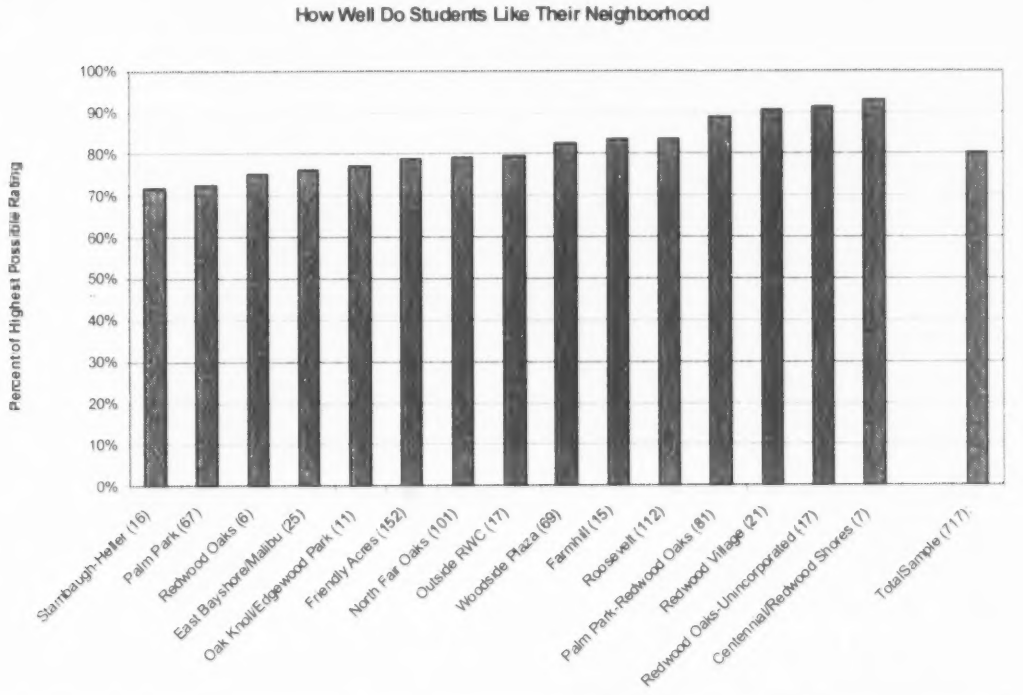
Of the 840 youth who answered the question "Do you like your neighborhood?":

51 or 6.07% said they didn't like it

230 or 27.38% said they sort of liked it and

559 or 66.55% said they did like it

However, when we looked at the neighborhoods with the highest amount of respondents, those in Palm Park, Friendly Acres, and North Fair Oaks reported liking their neighborhoods less than those who live in the Roosevelt and Woodside Plaza neighborhoods.



Note: The sample for the breakdown by neighborhood is smaller than the total (only 717) since some respondents did not state their neighborhood.

- **Finding # 4: Although most youth reported there weren't any gangs in their neighborhood, youth in East Redwood City neighborhoods reported more gangs in their neighborhoods than youth in neighborhoods in West Redwood City.**

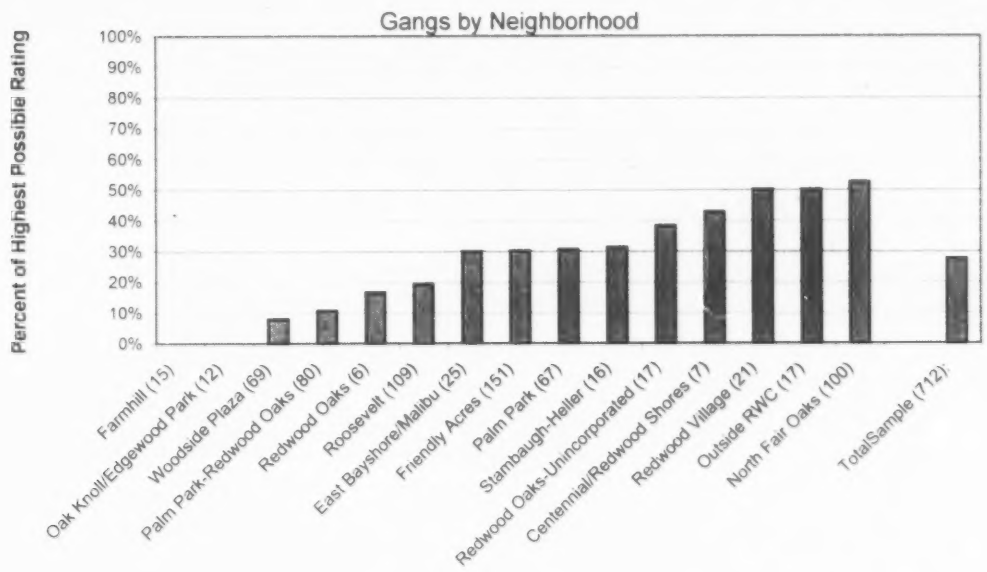
Of the 831 youth who responded to the question "Are there gangs in your neighborhood?":

526 or 63.30% said there were no gangs

151 or 18.17% said there sort of were gangs

154 or 18.53% said there were gangs

As shown in this graph, neighborhoods that reported the most gang activity were North Fair Oaks, outside Redwood City, and Redwood Village.



- **Finding # 5: Only about 30% of youth overall found anything amusing in their neighborhood for kids.**

Of the 833 youth who answered the question "Is there anything amusing in your neighborhood for kids?":

421 or 50.54% said there weren't any fun things in their neighborhood

167 or 20.05% said there were sort of fun things and only

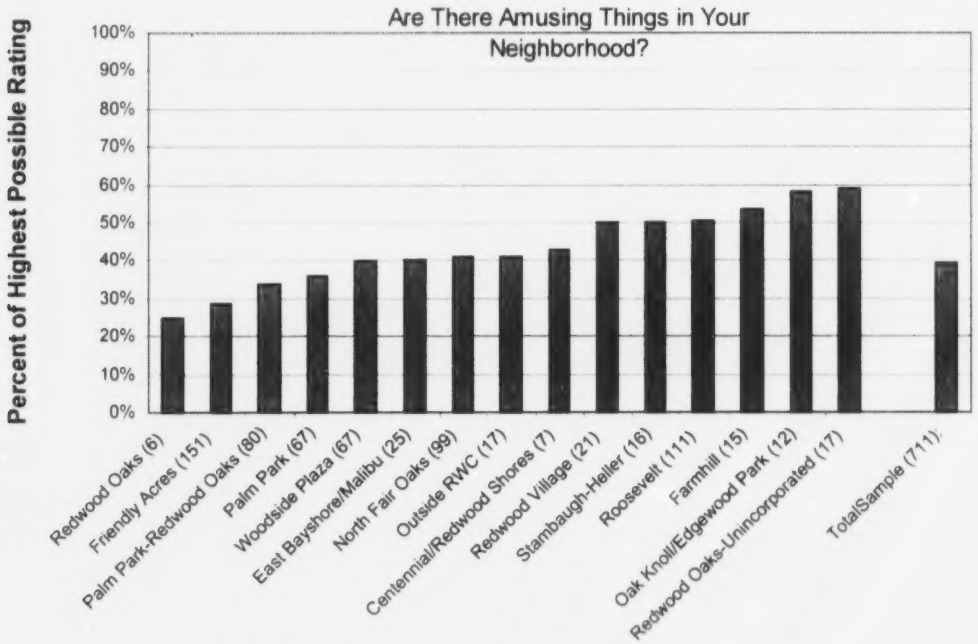
245 or 29.41% said there were fun things in their neighborhoods

When we looked at this information by grade, younger youth reported more fun things than older youth.

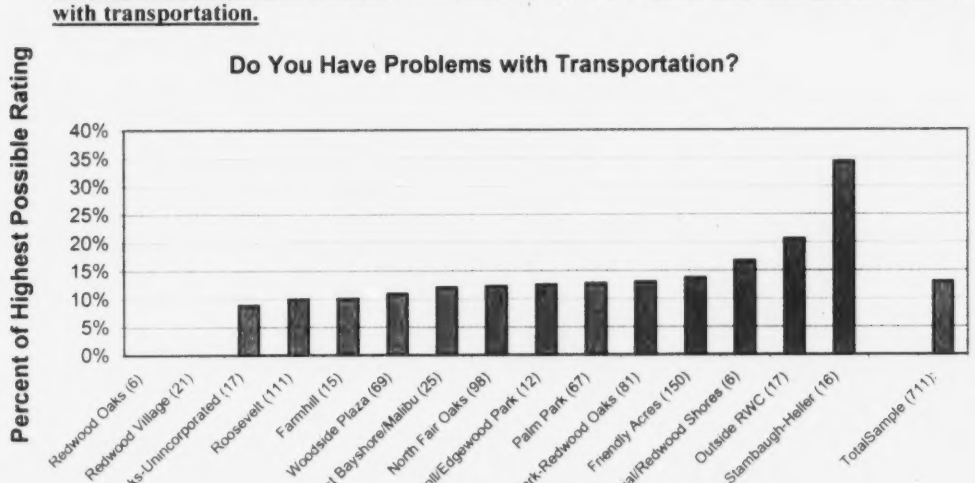
For example:
45.64% of 6th grades said there were fun things
40.29% of 7th graders said there were fun things in their neighborhood, while only
33.11% of 8th graders said there were amusing things in their neighborhood for youth

These results might have to do with the fact that the 8th graders feel that there are activities for younger youth and for high school youth, but not many opportunities for middle school students.

When we looked at this question by neighborhood, youth living near recreation centers reported more fun things, while youth in neighborhoods with large amounts of respondents like Friendly Acres, Palm Park-Redwood Oaks, and Palm Park reported fewer fun things for youth.

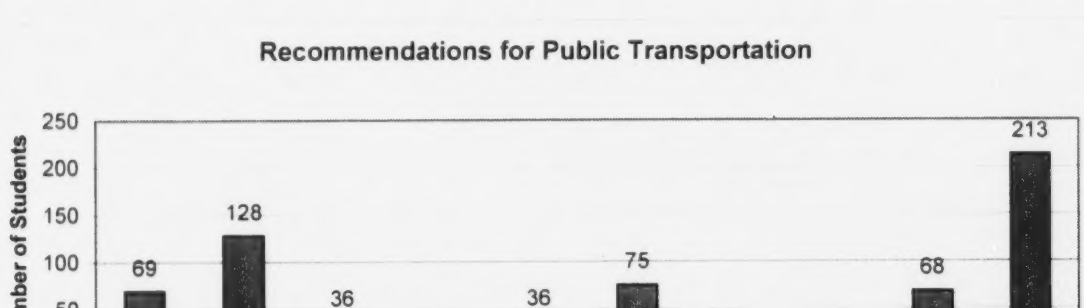


Finding # 6: Youth from Stambaugh-Heller and Friendly Acres reported the most problems with transportation.



Stambaugh-Heller is a neighborhood close to high traffic areas such as the Woodside Road overpass and El Camino Real, which is difficult for pedestrians to cross. Students from Friendly Acres also have trouble with transportation, especially getting to school.

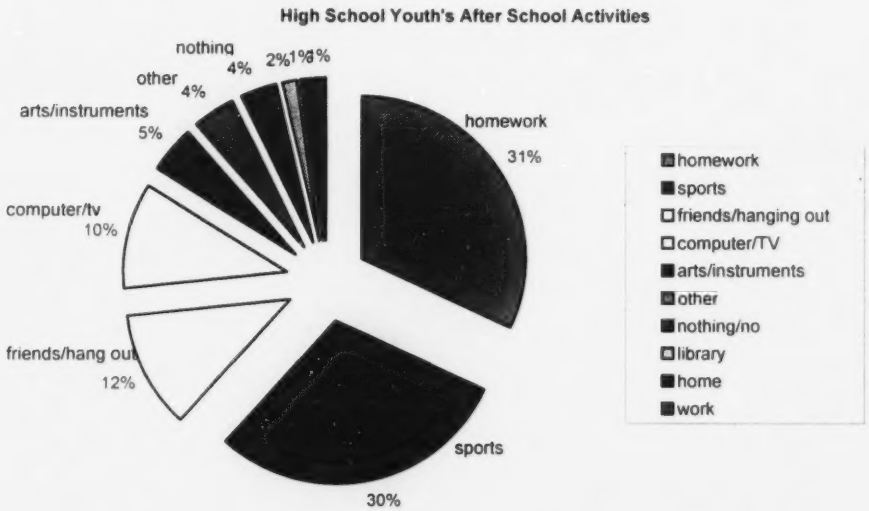
When asked what kind of recommendations they had for public transportation, the top recommendations were more public transportation, buses that come more frequently, and cheaper and cleaner transportation



A chart listing these findings (in addition to others) by neighborhood together can be found in Appendix D: Compiled Results by Neighborhood.

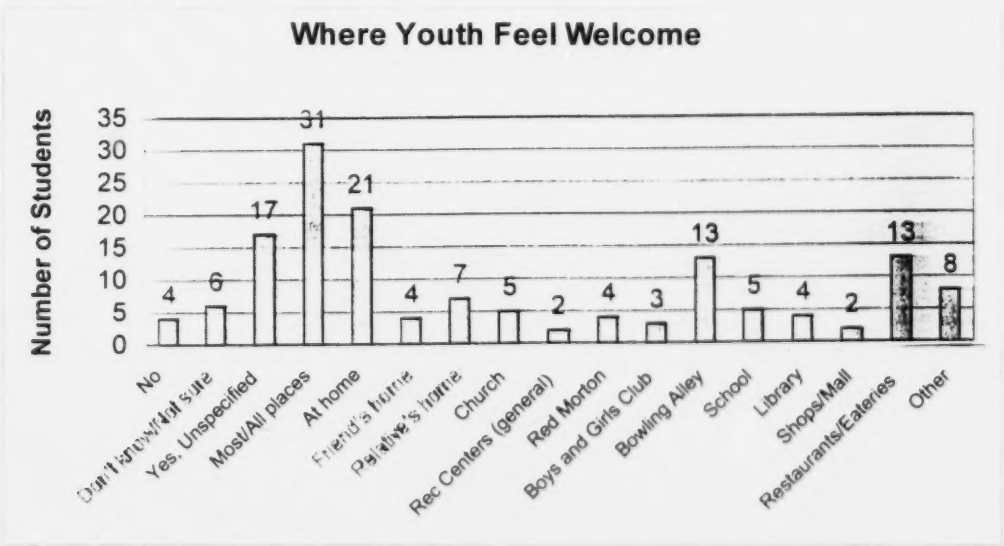
High School: Major Findings

- **Finding # 1: Surveys showed that youth spend most of their time after school doing:**
  - Homework
  - Sports
  - Hanging out with friends
  - Using the computer or watching TV



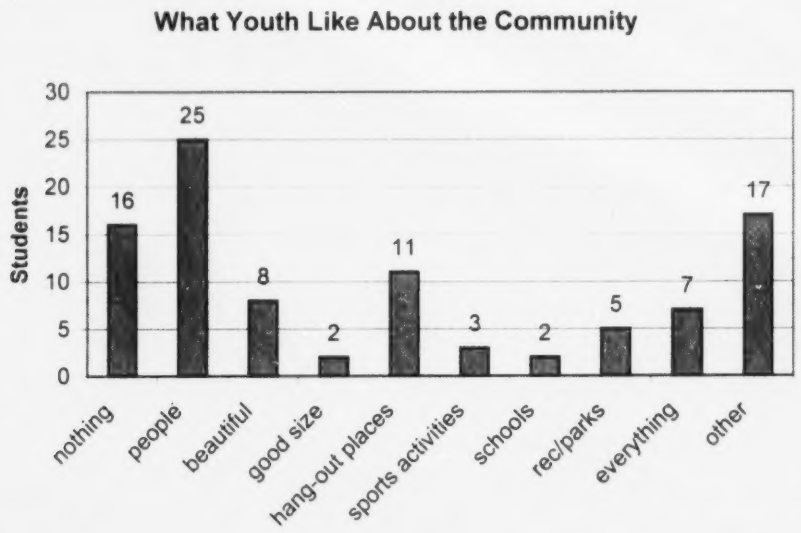
- **Finding # 2: Youth feel welcome mainly everywhere, at home, and in most public places:**

Of the 104 students who responded to the question "Are there any places where you feel welcome?":
91 or 87.50% said yes
9 or 8.65% said no and
4 or 3.85% weren't sure



BEST COPY AVAILABLE

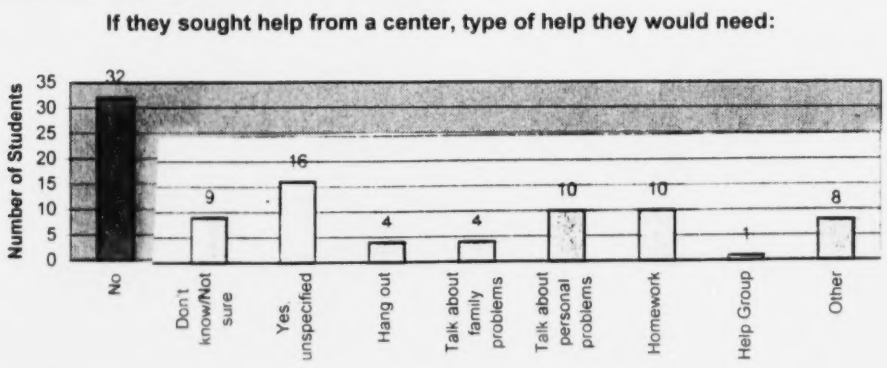
- **Finding # 3: When asked what they liked most about the community, most youth liked the people.**



- **Finding # 4: When asked whether they would seek help from a center for support, over half of the youth said they would.**

Of the 89 youth who responded to the question "Would you go to a youth center for help if the help you needed was available?"
47 or 52.81% said yes
32 or 35.96% said no and
9 or 10.11% said they weren't sure

For those who said they would seek help from a center, students rated homework centers and places to talk about family or personal problems as most important. Choices were not provided in the surveys so students were free to state whatever they needed.



VI. Youth Recommendations

The Y.E.L.L. Team presented this data in PowerPoint presentation form to various audiences including:

- May 8th — Stanford School of Education course on "Best Practices in Youth Development"
- May 14th — City Council of Redwood City
- May 29th — Woodside High School Task Force
- June 7th — Kennedy Middle School Faculty Meeting
- June 13th — Redwood City School Board
- October 3rd — Sequoia Union High School Board (upcoming)

The community youth researchers spent a great deal of time preparing for these presentations. As a result of their presentations, youth have been invited to participate in various ways and are currently planning their next steps for involvement in the community.

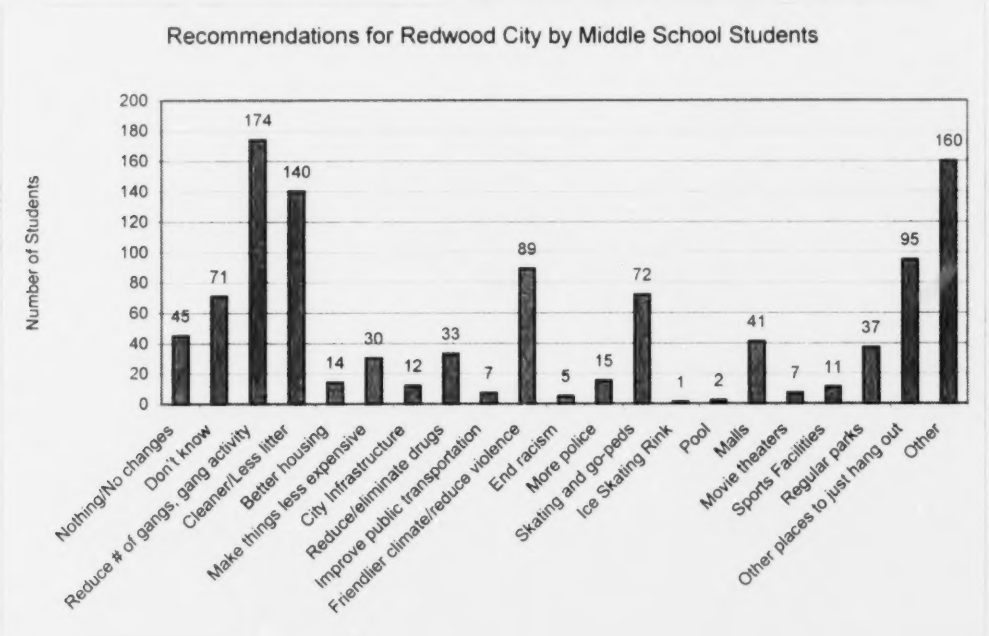
A key component to the Y.E.L.L. Project is to introduce adults and policy-makers to the value of developing partnerships with youth in decision-making. The various decision-making bodies were re-introduced to this valuable concept through the youth presentations. Additional work is currently underway to support youth and adults in becoming partners at the decision-making table.

Based on individual community youth research and recommendations provided in interviews and surveys, the Y.E.L.L. Team developed the following recommendations, which were shared at these presentations with the appropriate decision-making bodies.

Key Recommendations by Middle School Youth

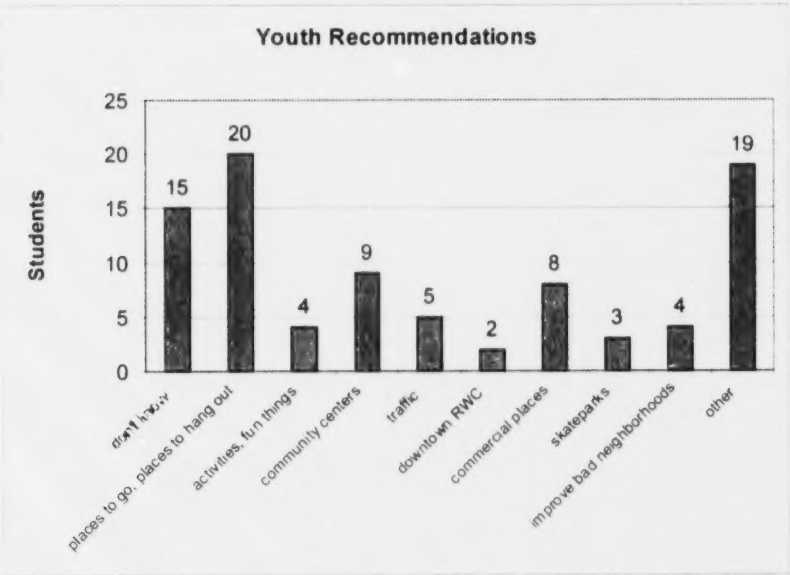
1. **Friendlier Climate**
    a. Reduce violence and encourage people to be kind to each other
    b. Have more activities for youth to reduce violence and gangs in our own neighborhood
    c. Support more kids who want to be involved in the community to make positive changes for youth
2. **Activities and Places for Youth**
    a. More places for teens to hang out, especially younger teens in our own neighborhoods
    b. More activities for youth in the neighborhood (i.e. dances)
    c. Develop more places like Red Morton in the neighborhoods but less expensive; youth feel things are too expensive
    d. Explore legalized places for skating and expand park space
3. **City Infrastructure and Transportation**
    a. Improve city street cleaning and graffiti removal
    b. Build a pedestrian ramp on HWY 101 to make it easier for kids from East Bayshore to go to school
    c. Support cheaper and more available public transportation for youth
4. **Teaching Methods**
    a. Youth would like teachers to spend less time talking during the period and make it more interactive (more support for teacher training)
    b. Youth recommend that teachers coordinate with other teachers in the amount and time they assign large projects
    c. Youth recommend that teachers and the district help kids stay in school and support programs that help youth stay in school, those already running and new ones (we found that only 26% of Kennedy students are involved in any clubs or organizations)
    d. More understanding teachers (teachers to get to know youth better)

This chart outlines the recommendations middle school youth survey respondents made. Here again, youth provided their own written responses, which were later coded into the following categories:



In addition to the recommendations made by middle school youth, high school youth's main recommendation was to have more commercial and public places for youth such as:

1. Places for youth to do homework and talk about personal problems (resource centers)
2. More places for youth to hang out, (both commercial and public) like community centers, malls, and restaurants.



VII. Next Steps

The next phase of work for this pilot project will take place in the following three areas:

1. Information Sharing and Data Integration

The Y.E.L.L. Project is continuing to share this data with various Redwood City groups to give an example of the type of data that a community youth research effort can generate. We are currently working on ways to integrate this baseline data with other data on the status of youth in Redwood City that is already available from other sources. We look forward to collaborating on this endeavor with other local organizations and institutions in integrating, maintaining, and using this data on an ongoing basis to inform youth policy and decision-making at all levels.

2. Sharing Tools to Support Local Youth Involvement Efforts

As a result of this year's pilot Y.E.L.L. Project, we have learned key lessons and developed various tools to support youth involvement and decision-making efforts in Redwood City. We have developed a community youth research curriculum (available in September) that we would like to share with local organizations, councils, and other interested groups as a tool that can engage youth in becoming involved in their community while gathering valuable data on the needs and strengths of Redwood City youth and their neighborhoods. We will be contacting interested groups and welcome suggestions or interest from additional organizations in Redwood City that serve and support youth.

3. Continue Supporting Pilot Kennedy Community Youth Researchers

In the fall, the Y.E.L.L. Project will continue to support the pilot community youth researchers in local and citywide community involvement efforts they have expressed interest in and have received support to participate. These include youth interest on city committees such as Pride and Beautification, the Youth Advisory Committee from the Parks, Recreation, and Community Services Department, and following up on youth recommendations to the City Council.

Part of the second phase of this pilot work will also involve integration of youth and community youth research into the local governance and ongoing evaluation of Kennedy Middle School's new family center, where youth and adults have expressed interest in partnering with each other in the coordination of the center.

Several pilot community youth researchers will serve as mentors to next fall's cadre of community youth researchers, who together follow up on recommendations made to the Redwood City School District as well as the Kennedy Middle School staff during their presentations to these groups in June.

Furthermore, we look forward to convening interested members of various organizations and groups in Redwood City in the fall to discuss the various directions that this project and other youth development efforts between the city and the Gardner Center can take.

Community Youth Researchers (left to right) Paula Garcia, Anahi Aguilar, J.J. Venable, and Andrés Garcia at Kennedy Middle School looking for a site to videotape the closing to their video: "Our Neighborhoods: Youth Tell the Truth".

VIII. Conclusion

We hope that this preliminary data has been helpful in providing an overview of the community youth research process. We think this data can generate discussion on how we can work together to support youth development and involvement in Redwood City.

Collaborators on this project, a product of an exciting partnership between Redwood City and the John W. Gardner Center for Youth and Their Communities welcomes any questions, suggestions, or interest in this aspect of our new partnership and its developing work. Please contact our Managing Director, Joy Wagner, at (650) 726-2064 or visit our website http://gardnercenter.stanford.edu if you would like additional information on this effort to further Redwood City's youth development and education goals.

Special thanks to the following people for their support of the Y.E.L.L. Project:

Kennedy Healthy Start Planning Committee
Edna Acri (Kennedy Middle School)
Yolanda Padilla (Kennedy PTA)
Maryse Frivold (Kennedy Parent)
Caroline Currie (Redwood City School District)
Karin Kelley-Torregroza (Healthy Start)
Pat Crawford (Human Services Agency SMC)
Judy Davila (Human Services Agency SMC)
Valerie Fisher (SMCOE-RAPP)
Lisa Fisher (Youth and Family Assistance)
Beth Ross (Redwood City 2020)

Woodside High School
Judy Hanson (Woodside High School Campus Climate Task Force Member)
Linda Common (Woodside High School Principal)
Woodside High School Teachers and Staff

Kennedy Middle School
Warren Sedar (Kennedy Middle School Principal)
Kennedy Teachers and Staff

The John Gardner Center for Youth and Their Communities

Redwood City 2020

Superintendent Ron Crates and the Redwood City School Board

Board President Lorraine Rumley and the Sequoia Union High School District

City Manager Ed Everett, the City of Redwood City, and the City Council

VideoCat Productions

X. Appendices

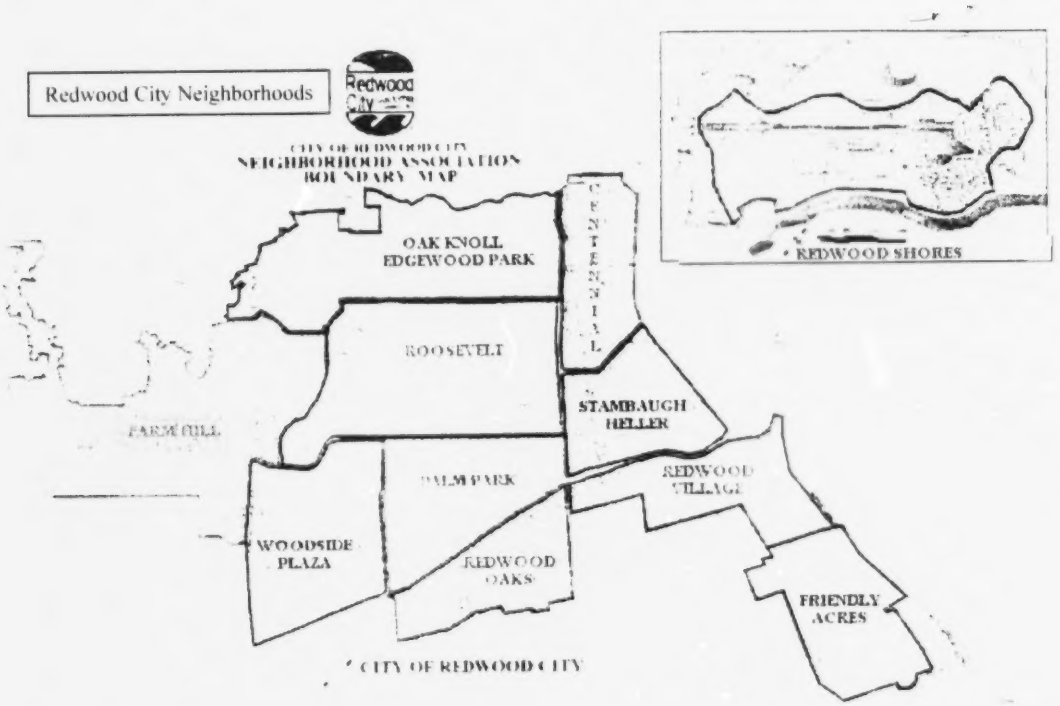
A. Redwood City Neighborhood Map

B. Interview Protocols (High School and Middle School)

C. Youth Surveys (High School and Middle School)

D. Compiled Results by Neighborhood

Appendix A: Redwood City Neighborhood Map



BEST COPY AVAILABLE

Interview Questions
High School

1. What grade are you in? How old are you?
2. What is school like for you?
3. What do you do in your spare time?
4. How do you get around?
5. Where do you hang out?
6. What are the ages of the people you hang out with?
7. What do your friends like to do?
8. What do you do at home?
9. What kinds of things do you want in your community?

Interview Questions
Middle School

Revised on 12/14/00

1. What grade are you in?
2. How old are you?
3. What kinds of things do you like to do?
4. What are your friends like?
5. How do you spend your time? Where?
6. What is school like for you?
7. What kinds of things do you do at home?
8. What do you want for your future?
9. How do you feel about your neighborhood?
10. What kind of activities do you want in your community?
11. What is your dream of the perfect community?
12. Do you want help with anything in your life? Where? What kind?

(with other follow-up questions depending on the answers they give)

High School Youth Mapping Survey

What we want to know from you!

The Youth Mapping Project in Redwood City is using this survey to help develop new programs for youth to help the community to become a better place for youth today. Please take a few minutes to help us by filling out this survey. The information that you will give us will be very helpful and appreciated. Thank you for taking the time to do this survey for us. This survey will remain anonymous.

1. How old are you?

2. What grade are you in?

3. What is your gender?

4. What city/area do you live in?

5. Would you consider yourself a good student?

6. What do you do to keep yourself busy?

7. What places do you know of where youth can go to get help, hang out, etc.?

8. Are there any places where you feel welcome? Which ones? Why?

9. What types of things do you believe you need in your community?

10. What are your after school activities (ex. Sports, homework, etc.)?

11. What are your weekend activities?

12. What are some of the ways you get around to do your after school and weekend activities?

13. What do you like in your community? Why?

14. What do you dislike in your community? Why?

15. What kinds of places do you think we need to try to make the community better?

16. Would you go to a youth center for help if the help you needed was available? If so, what help would that be?

17. What times would you most likely go?

18. How would you get there?

Is there anything else about your community you would like others to know?

Thank you for your time!

Kennedy Youth Mapping Project Survey

Please take this survey seriously and answer each question honestly. Thank you.

1. How old are you?____ 2. What grade are you in_____

3. How many brothers/sisters do you have?_____

4. What school do you go to?_____

5. Where do you live by? _____ Example: I live near Jack in the Box on Woodside

Circle one

6. Do you like your neighborhood?	Yes	No	Sort of
7. Do you live near friends from school?	Yes	No	Sort of
8. Is there anything amusing in your neighborhood for kids?	Yes	No	Sort of
9. Are there gangs in your neighborhood?	Yes	No	Sort of
10. Do you like your home life?	Yes	No	Sort of
11. Do you have an allowance? If so, how much?_____	Yes	No	Sort of
12. Do you have a hard time with transportation?	Yes	No	Sort of
13. Do you like going to school?	Yes	No	Sort of

If yes, why?_____

Please state your answer

14. What is your hobby? _____

15. Are you in a club or organization? If yes, which one?

_____

16. How long have you lived in Redwood City? _____

17. What do you think will make Redwood City a better place to live?

_____

_____

18. Have you ever done any community service? If so, specify.

_____

19. Have you been on a train lately?_____ If so, where have you gone?_____

Have you traveled on bus lately?_____If so, where have you gone?

_____

20. How do you think transportation may be improved in any way? _____

_____

Circle one

21. What is your gender? Male Female

22. What ethnicity are you? **Native American/American Indian** **Asian/Islander**

African American **Hispanic/Latino**

White/European **Other** _____

Write each number you agree with most.

1= strongly disagree 2= disagree 3= undecided 4= agree 5= strongly agree

23. Do you like playing sports?_____

24. Do you go to the library often?_____

25. Are clothes expensive?_____

26. Are the movies, roller rink, Malibu or other forms of recreation expensive?_____

27. Does transportation need to be cheaper?_____

28. If you could get a job at a fast food restaurant, would you get it?_____
If yes, which one? _____

Please answer the following question.

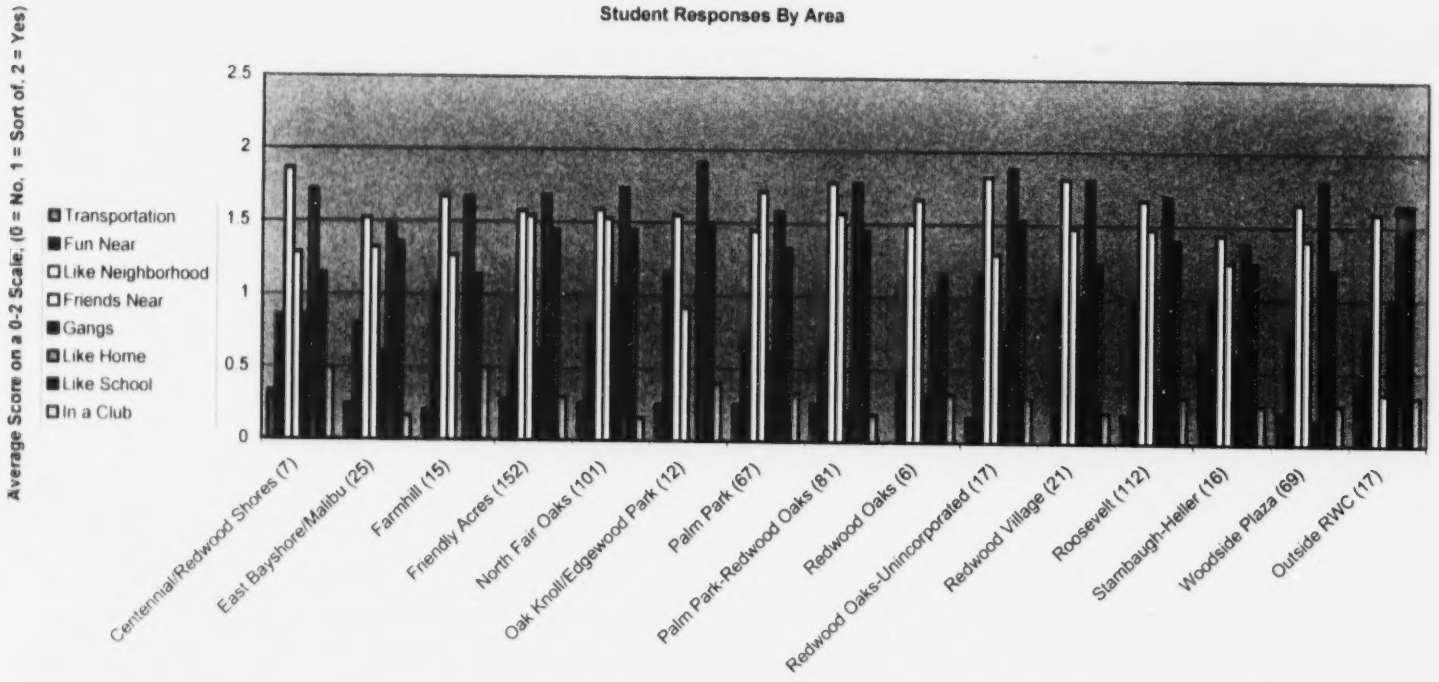
29. What is your favorite fast food restaurant?_____ Why?_____

_____

30. Do you have any information that might be useful for improving our community?

Please return to your teacher by Wednesday, March 14 afternoon at the latest.
Thank you for your time.

Appendix D: Compiled Results by Neighborhood



- **Transportation:** Refers to responses to the question "Do you have a hard time with transportation?"
- **Fun Near:** Refers to responses to the question "Is there anything amusing in your neighborhood for kids?"
- **Like Neighborhood:** Refers to responses to the question "Do you like your neighborhood?"
- **Friends Near:** Refers to responses to the question "Do you live near friends from school?"
- **Gangs:** Refers to the responses to the question "Are there gangs in your neighborhood?"
- **Like Home:** Refers to responses to the question "Do you like your home life?"
- **Like School:** Refers to responses to the question "Do you like going to school?"
- **In a Club:** Refers to responses to the question "Are you in a club or organization?"

BEST COPY AVAILABLE

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Urban Education
Box 40, Teachers College
Columbia University
525 W. 120th Street, Main Hall 303
New York, NY 10027

Tel: 212-678-3433 / 800-601-4868
Fax: 212-678-4012

http://eric-web.tc.columbia.edu

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)